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ABSTRACT

The main purpose of the study of theses written at the University of Toronto, is to give examples of research conducted in other disciplines from which adult education might benefit, thus emphasizing the strengthening of the interdisciplinary nature and awareness of adult education. Part 1 contains annotations of 62 theses, conducted between 1912 and 1970, listed alphabetically by author, conducted mainly in the humanities and social sciences (anthropology, education, English, geography, history, library science, planning, political science, psychology, public administration, social work, and sociology) but considered relevant to adult education. Access to the theses in Part 1 is by way of an author index and a critical concepts index. Theses in Part 2 are not annotated but are listed alphabetically by author under three headings: theses conducted within adult education at the Department of Educational Theory for the period 1965 to 1970; theses conducted within the school of social work between 1948 and 1968; and theses conducted within other disciplines between 1900 and 1969. A list of subject matter headings under which the study was initially organized is appended. (SA)

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# University of Toronto Theses Research Relating to Adult Education: An Interdisciplinary Analysis 1900 - 1970

JAMES A. DRAPER

Department of Adult Education

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# UNIVERSITY OF TORONTO
# THESES RESEARCH
# RELATING TO ADULT EDUCATION:
# AN INTERDISCIPLINARY ANALYSIS
# 1900 - 1970

James A. Draper
Assisted by:
Ross Kidd
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AUTHORS

Dr. Draper is an academic member of The Ontario Institute for Studies in Education. Ross Kidd and Dale Shuttleworth were graduate assistants who helped with the study.

TORONTO, NOVEMBER 1974

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## INTRODUCTION

One of the unique characteristics of adult education as a field of research and practice has always been its interdisciplinary nature. Those who are involved in the theory and practice of adult education have a wide range of subject-matter backgrounds such as agriculture, sociology, economics, library science, social work, history and administration, to mention only a few. Unlike most of the subject-matter areas mentioned above, adult education is seldom offered at the undergraduate level. In Canada it is only within the last decade that adult education has developed at the masters' and doctoral levels. Paralleling this expansion comes a greater research and theory development specifically focusing on the problems and issues in adult education. As a field of theory and research, adult education is very closely linked to the concepts and findings of the disciplines mentioned above.

The interdisciplinary nature of adult education has always been encouraged and has been seen as a strength of its combination of theory and practice. An increasing urgency to strengthen the theory base in adult education is now evident.

This Report does not try to identify all of the theses conducted at the University of Toronto which appear to be related to adult education in one way or another. The main purpose of the study was to give examples of research conducted in other disciplines from which adult education might benefit. Thus the study emphasizes the strengthening of the interdisciplinary nature and awareness of adult education. The theses identified in Parts 1 and 2 cover the period 1900 to 1970.

Part 1 includes annotations of theses which are thought to be relevant to adult education and which have been conducted mainly within the humanities and social sciences disciplines at the University of Toronto. Part 2 lists only the titles of theses conducted at the University of Toronto. It is divided into three sections: (a) theses conducted recently in adult education within the Department of Educational Theory; (b) theses conducted within the School of Social Work, and (c) theses from fields other than adult education or social work which appear to have relevance to adult education.

## BACKGROUND TO THE STUDY

Graduate level studies in adult education in Canada is increasing steadily.[1] More research being conducted at the masters' and doctoral degree levels is adding to the knowledge and theory base of adult education. One of the purposes of this present study is to identify and disseminate information about theses which have been completed in or relate to adult education. Other studies conducted in Canada have had similar goals.[2]

Evidence of the interdisciplinary nature of adult education is found in the examination of research and concepts emerging from such disciplines as sociology, anthropology, psychology, and others which have a direct bearing on adult education. This study attempts to give examples of some of these concepts. The interaction between adult education and other disciplines is, of course, mutually beneficial. One noticeable area is the mutual concern for the continuing education of various professional groups and to this cause adult education has a particularly important contribution to make.[3]

Attempts to describe the theoretical and conceptual relationships between adult education and other disciplines have been made by the Center for the Study of Liberal Education for Adults, by Dr. B. Kreitlow at the University of Wisconsin, and others.[4] One of the most extensive studies in this regard is that conducted by Kreitlow out of which he constructs a schema of research needs in adult education. The schema includes the interrelationship of the adult as an individual and as a learner with Psychology as the research base; the adult's response to social and cultural phenomena with Sociology and Anthropology as the research base; and the wide area of education and other applied fields of which the adult education enterprise is a related component.

Other disciplines also effect and influence adult education through the varied backgrounds of adult education researchers. For instance, Table 1[5] indicates the subject matter specialization for the last degree of those persons reporting non-degree research for 1970. The areas listed are in addition to those of persons whose specialization was adult education either as a major or a minor subject.

Although the following table is an analysis of non-degree researchers, one would likely find that an analysis of degree researchers would show diverse subject-matter backgrounds, especially at the undergraduate levels. It is evident that by definition adult education is closely related to many fields of study. Non-Degree Research in Adult Education in Canada: 1970 reported a total of 78 non-degree research studies out of which 46 are referred to in the table.

Table 1

Subject Matter Specialization of Last University Degree of those Reporting Non-Degree Research for 1970

| Area of Specialization | |
|---|---|
| Social Psychology | 9 |
| Experimental Psychology | 6 |
| Psychology | 4 |
| Educational Administration | 3 |
| Public Health | 3 |
| Curriculum | 2 |
| Educational Psychology | 2 |
| History | 2 |
| Philosophy | 2 |
| Developmental Psychology | 1 |
| Economics | 1 |
| English | 1 |
| Group Psychology | 1 |
| Higher Ed. Administration | 1 |
| Modern Language Teaching | 1 |
| Public Health Nursing | 1 |
| Sociology | 1 |
| Technical Education | 1 |
| Vocational Education | 1 |
| Other | 3 |
| TOTAL | 46 |

## PURPOSE OF THE STUDY

As previously indicated, this study was primarily concerned with the scope and relevance of research conducted in adult education and in other disciplines. Two assumptions were made in designing the project. The first was that considerable research relevant to adult education was being conducted in other disciplines. The second was that such research was not being fully utilized by practitioners and theoreticians in adult education. This study therefore attempted to achieve the following:

- To increase the awareness of relevant research being conducted within other disciplines;
- To give some examples of specific studies which have relevance to adult education;
- To examine the relative practical and theoretical value to adult education of research conducted in other fields;
- To identify sources which may be used in locating studies conducted in fields of study other than adult education.

The scope of this study is limited to the examination of degree and theses research conducted at the University of Toronto. Research unrelated to theses was not examined. All of the material included in this report was selected on the basis of the perceptions of adult education held by the co-authors. Many theses listed have been selected only on the basis of a title. In spite of these selection process limitations, the authors feel that the major purposes of the report have been achieved, that is, to document examples of the interrelatedness through research of adult education and other disciplines.

## METHODOLOGY OF THE STUDY

The first step in locating theses conducted at the University of Toronto was to develop guidelines for the search. No restriction was placed on the year in which the thesis was completed. The search was limited mainly to theses conducted within the social sciences. No attempt was made to identify research in such disciplines as Engineering and Medicine nor studies within such

broad fields as the applied or biological sciences. A list of disciplines was drawn up as the focus of the search. Some examples are Agriculture, Anthropology, Administration, Library Science, Management and Business, Social Psychology, Social Work and Sociology. The second step was to identify within the selected disciplines key concepts which would further aid in the search. Examples of these concepts are listed in Appendix A. The main sources for identifying specific theses were:

- Dombre, Irene and Mill, Judy. University of Toronto Theses, 1897 - 1967, Toronto: University of Toronto Press, 1968.
- The School of Social Work, The Research Compendium: Review, and Abstracts of Graduate Research 1942-1962, Toronto: University of Toronto Press, 1963.
- Humanities and Social Science index at the main Humanities and Social Science Library, University of Toronto.
- University of Toronto Archives.
- Various documents which list research studies in Canada as a further way of identifying theses and also as a way of double-checking the studies identified in this report. Examples are Canadian Theses, Masters' Theses in Education, Quarter Century of Educational Research in Canada - 1930 to 1955.

Titles of theses were identified which seemed likely to relate to adult education. The titles which appeared to have a close relationship to adult education were located and examined. When examination confirmed that the topic of the thesis research was specifically relevant to adult education, an abstract was made. These abstracts are reported alphabetically by author in Part 1.

Part II contains only the titles of theses and no abstracts. Section 1 on theses conducted in adult education at the Department of Educational Theory from 1965 to 1970, listed only titles because information about recently conducted theses is easily accessible. Only a few titles could be included in Section 2 on theses conducted within the School of Social Work. The reason is that the number of theses which appear to relate to adult education was too great for the investigators to examine completely. Section 3 on theses conducted in Other Disciplines contains two types of data: (i) titles which were examined and found to be only partially related to adult education, and (ii) titles which seemed relevant but which could not be examined due to limited resources for conducting the study.

The selection procedure does pose some limitation on the study but this can be rectified by the reader who wants to examine theses which are of particular interest to him.

The following criteria were used for deciding whether or not a thesis was relevant to adult education: (a) studies which touched on the learning and education of adult populations; (b) methodologies and environments for learning which had application to adult education; (c) studies which held some theoretical implications for adult education.

Annotation of thesis abstracts is listed under the following headings: Name of author, title, degree for which the thesis was conducted, year in which the thesis was conducted, method of collecting data, major findings, and critical concepts.

References


1. "Adult Education as a Field of Study in Canada" by James A. Draper and Fausto Yadao, Jr. Continuous Learning. March-April 1970, Vol. 9, No. 2, pp. 65-82.

2. - Inventory of Degree and Non-Degree Research in Adult Education in Canada: 1970, compiled by Anne Gray, the Canadian Association for Adult Education; Yseult Demers, l'Institute Canadien d'Education des Adultes; Claude Touchette, Universite de Montréal; James Draper, The Ontario Institute for Studies in Education. Montreal: ICEA, 1971.

   - Analyse des Tendances de la Recherche en Education des Adultes au Canada Francais: 1960-1969, by Paul Bélanger, Lorraine Gagner, and Pierre Pâquet, Montreal: ICEA, Mai 1971.

   - Degree Research in Adult Education in Canada: 1969, by James A. Draper and Fausto Yadao, Jr., Toronto: Department of Adult Education, OISE, 1970.

   - Degree Research in Adult Education in Canada: 1968-March 1969 by James A. Draper, John Niemi and Claude Touchette, Toronto: Department of Adult Education, OISE, 1969.

   - A Trial Bibliography of Research Pertaining to Adult Education, by Margaret M. Stott and Coolie Verner, Vancouver: Extension Deparment, University of British Columbia, 1963.

   - Research Related to Adult Education Conducted at the University of British Columbia, Gary Dickinson, Vancouver; Faculty of Education, University of British Columbia, December 1968, pp. 66.

3. Report of the Professional Education Project. The Advancement of Professional Education in Canada. Toronto: OISE, 1973. From 1969 to 1972, The Ontario Institute for Studies in Education in association with the Kellogg Foundation, was involved in a major project designed to facilitate change in curricula and in the teaching/learning process in professional faculties throughout Canada.

4 a) Center for the Study of Liberal Education for Adults

- Anthropological Backgrounds of Adult Education, edited by Sol Tax et al, Vol. 57, Boston: CSLEA, 1968.
- The University in Urban Society, Political Backgrounds of Adult Education, edited by Thomas Cummings, Jr., Vol. 53, Boston: CSLEA, 1967.
- Dynamics of Change in the Modern University: Institutional Backgrounds of Adult Education, edited by R.J. Ingham, Vol. 50, Boston: CSLEA, 1965.

b) Graduate Research in Adult Education (and closely related fields) at Florida State University: 1950-1966, compiled by W.L. Carpenter and Sudarshan Kapoor under the direction of George F. Aker, Tallahassee, Florida: Department of Adult and Continuing Education, Florida State University, 1966.

c) See Burton W. Kreitlow. Relating Adult Education to Other Disciplines. (A research project supported by the Cooperative Research Program of the Office of Education, U.S. Department of Health, Education and Welfare.) Madison, Wisconsin: University of Wisconsin, 1964, pp. 93. and subsequent follow-up publications.

5 "An Overview of Adult Education Research in Canada" by James A. Draper. Continuous Learning. November-December 1971, Vol. 10, No. 6, pp. 236-245.

## PART 1

Selected and Annotated Theses Research Relevant to Adult Education Conducted at the University of Toronto.

NOTE: These studies are listed alphabetically according to author but include research conducted within the following disciplines:

- Anthropology
- Education
- English
- Geography
- History
- Library Science
- Planning
- Political Science
- Psychology
- Public Administration
- Social Work
- Sociology

Each annotation is organized under the following headings:

- Author/Researcher
- Title of the thesis
- The Degree for which the thesis was conducted and the University of Toronto Department within which this was supervised
- Purpose of the study
- Methodology used in the study
- Findings of the study
- Critical concepts used in the study

INDEX TO PART 1

| Author | Title | Degree | Year | Dept. | Ref. |
|---|---|---|---|---|---|
| Anderson, J.T.M. | The Education of the New Canadian: A Treatise on Canada's Greatest Education Problem | D. Paed | 1918 | Educational Theory | 1 |
| Akinsulare, S.E.A. | Foreign Aid to Educational Development in Nigeria | M.A. | 1963 | Educational Theory | 2 |
| Ashbridge, Dorothy | Interests and Reading Facilities of the Czechoslovak, Finnish and Ukrainian Groups Residing in Toronto, with Recommended Lists of Books in their Language | B.L.Sc. | 1940 | Library Science | 3 |
| Ayers, J.D.L. | The Development of a Selection and Classification Program for the Canadian Armed Services | Ph.D. | 1951 | Educational Theory | 4 |
| Bancroft, George W. | Occupational Status, Mobility and Educational Achievement of 522 Males in Southern Ontario | Ph.D. | 1960 | Educational Theory | 5 |
| Barrett, W.B. | An Investigation of the Results of a Training Program in Human Relations in the Industrial Field | M.A. | 1951 | Psychology | 6 |
| Bedford, A.G. | The Idea of Liberal Education: A Contribution to the History of Thought and Opinion in the Nineteenth Century | Ph.D. | 1957 | History | 7 |
| Bernhardt, Karl S. | A Statistical Study of Factors Affecting the Standing of a Group of University Matriculants | M.A. | 1929 | Psychology | 8 |

| Author | Title | Degree | Year | Dept. | Ref. |
|---|---|---|---|---|---|
| Brehaut, W. | A Quarter Century of Educational Research in Canada: An Analysis of Dissertations (English) in Education Accepted by Canadian Universities 1930-1955 | Ed.D. | 1958 | Educational Theory | 9 |
| Brewin, Margaret J. | The Establishment of an Industrial Education System in Ontario | M.A. | 1967 | Educational Theory | 10 |
| Brown, W.J. | Interprovincial Educational Differences in Canada: Alternative Measures of their Underlying Causes and their Alleviation | M.A. | 1969 | Educational Theory | 11 |
| Bryce, G.P. | The Promotion of Adult Literacy in India | D. Paed | 1946 | Educational Theory | 12 |
| Cook, S.A. | A Study of the Relation of Interests to Self-Definition | M.A. | 1951 | Psychology | 13 |
| Corbin, S. | Effects of Role-Playing on Attitude and Behaviour Change and the Differential Effects of Video Tape Playback | M.A. | 1970 | Educational Theory | 14 |
| Cotton, L.M. | The Principles of Group Activity | Ph.D. | 1929 | Sociology | 15 |
| Dhillon, P.S. | An Historical Study of Aims of Education in Ontario | M.Ed. | 1961 | Educational Theory | 16 |
| Douglas, David J.A. | Towards an Analysis of the Functional Efficiency of the Rural Service Centre | M.A. | 1968 | Geography | 17 |
| Giffen, Percy James | Adult Education in Relation to Rural Social Structure: A Comparative Study of Manitoba Communities | M.A. | 1947 | Educational Theory | 18 |

| Author | Title | Degree | Year | Dept. | Ref. |
|---|---|---|---|---|---|
| Glickman, Jacob | Patterns of Social Participation: A Suburban Profile | M.A. | 1969 | Sociology | 19 |
| Graham, Jean Alexander Copeland | Parent Education With Particular Reference to the Working Classes | M.A. | 1933 | Educational Theory | 20 |
| Green, W.H.H. | The Development of the Vocational School to Meet Community Needs | D. Paed | 1941 | Educational Theory | 21 |
| Gunn, Charles Reginald | Adult Education in Picton County, Nova Scotia | M. Ed. | 1957 | Educational Theory | 22 |
| Gunn, Charles Reginald | The Role of Atlantic Provincial Governments in Adult Education | Ed.D. | 1967 | Educational Theory | 23 |
| Hamilton, Catherine Roberta Wallace | Workers' Education: An Expression of Labour Attitudes in the United States | M.A. | 1927 | Educational Theory | 24 |
| Hamilton, C.R.W. | Education in the Life of the People: A Study of Its Place in the Social Life of Modern England | Ph.D. | 1932 | Educational Theory | 25 |
| Hardy, Edwin Austia | The Public Library: Its Place In Our Educational System | D. Paed | 1912 | Educational Theory | 26 |
| Hardy J. | Occupational Interests as Predictors of Success in Training | Ph.D. | 1962 | Educational Theory | 27 |
| Hardy, John Howard | Teachers' Organizations in Ontario: An Historical Account of Their Part In Ontario Educational Development and their Influence on the Teacher and Training, 1840-1938 | D. Paed | 1939 | Educational Theory | 28 |
| Harris, Robert Clayton | Group Counselling With Teachers: Effective in-service education technique | Ed.D. | 1969 | Educational Theory | 29 |

| Author | Title | Degree | Year | Dept. | Ref. |
|---|---|---|---|---|---|
| Hawkins, Gordon Robert Stanley | Adult Education: Responsibilities of a Provincial Department of Education | M.A. | 1965 | Educational Theory | 30 |
| Hedley, Harold Whitfield | A Study of the Education of Illiterates in the Canadian Army | D. Paed. | 1949 | Educational Theory | 31 |
| Henley, Gordon H. | A Study of the Influence of Prejudice in the Perception and Evaluation of a Social Situation | M.A. | 1951 | Psychology | 32 |
| Hume, W.E. | The Improvement of the Elementary Teacher in Service | D. Paed. | 1923 | Educational Theory | 33 |
| Kelly, M.V. | Young Male Trainees in Program 5 | D.S.W. | 1968 | Social Work | 34 |
| Knapp, Margaret Elizabeth | Use of Films in Canadian Libraries | M.L.S. | 1963 | Library Science | 35 |
| Laidlaw, A.F. | Campus and Community | Ed.D. | 1958 | Educational Theory | 36 |
| Lamond, Conrad M. | A Comparison of Leisure Time Interests of Men Rated at Extremes on the Bell Adjustment Inventory Emotional Scale | M.A. | 1948 | Psychology | 37 |
| Leith, Miriam Ann | Criteria for Evaluating Voluntary Home-Making Programs for Canadian Eastern Arctic Eskimo Women | M.S.A. | 1964 | Social Anthropology | 38 |
| Marshall, A. | An Investigation of the Relationship Between Adjustment and Interest of First Year University Veterans | M.A. | 1948 | Psychology | 39 |
| MacDonald,J.C. | An Investigation of Role Concepts and Role Conflicts Related to the General Staff Nurse Position in Hospitals | M.A. | 1968 | Educational Theory | 40 |

| Author | Title | Degree | Year | Dept. | Ref. |
|---|---|---|---|---|---|
| McDonald, Heather B. | A Study of Differences Between Educational Groups in Knowledge and Opinions About Public Affairs | M.A. | 1946 | Psychology | 41 |
| McDougall, Robert Law | Drama Designed for Listening: A Study of Radio Drama and Its Practice in Canada | M.A. | 1948 | English | 42 |
| McKenzie, T.R. | The Past and Present Status of the Teaching of English to Non-English Speaking Immigrants to Canada, with Special Reference to Ontario | Ed.D. | 1954 | Educational Theory | 43 |
| Mehmet, Ozay | Optimum Choice Between Institutional and On-The-Job Adult Manpower Training Activities in the Province of Ontario | Ph.D. | 1968 | Educational Theory | 44 |
| Norquay, Margaret | A Study of a Community Recreation Council as an Agent of Social Change | M.A. | 1950 | Sociology | 45 |
| Peers, Frank Wayne | The Politics of Canadian Broadcasting: 1920-1939 | Ph.D. | 1966 | Political Science | 46 |
| Richards, Leonard | Community Development: A Method in Public Administration | Phil. M. | 1968 | Public Administration | 47 |
| Rose, J.A. | Career Goal Commitment: Values and Personal Background Variables as correlates of activism among university students | M.A. | 1969 | Educational Theory | 48 |
| Roseborough, Mary | Effect of Group Composition upon Student Interaction and Academic Achievement | M.A. | 1949 | Psychology | 49 |
| Rossie, Mary B. | A Comparative Study of the Uses Made by Men & Women of the Facilities of the London Public Library | B.L.Sc. | 1939 | Library Science | 50 |

| Author | Title | Degree | Year | Dept. | Ref. |
|---|---|---|---|---|---|
| Rutherford, William Herbert | The Industrial Worker in Ontario | D. Paed. | 1914 | Educational Theory | 51 |
| Sankar, Y. | An Analysis of Organizational and Leader Behaviour Dimensions Relevant to Change: Towards the Development of a Conceptual Model of Change in Secondary School Organizations | M.A. | 1968 | Educational Theory | 52 |
| Semple, S.W. | The Role of the Federal Government in Certain Educational Activities in the Commonwealth of Australia, 1901-1942 | Ph.D. | 1970 | Educational Theory | 53 |
| Staples, Richard Osborne | The Ontario Rural Teacher: Selection, Professional Training, and In-Service Guidance | D. Paed. | 1946 | Educational Theory | 54 |
| Steer, H.O. | An Investigation of the Concept of Self-Definition | Ph.D. | 1951 | Psychology | 55 |
| Stewart, E.E. | The Role of the Provincial Government in the Development of the University of Ontario 1791-1964 | Ph.D. | 1970 | Educational Theory | 56 |
| Tuck, James A. | A Comparison of Two Modes of Presentation in Learning | M.A. | 1950 | Psychology | 57 |
| Tough, Allen MacNeill | The Development of Adult Education at the University of Toronto Before 1920 | M.A. | 1962 | Educational Theory | 58 |
| Ugorji, S.R. | The Community School Concepts in Education | M.A. | 1969 | Educational Theory | 59 |
| Watts, Richard Ernest | Citizen Participation in the Planning Process | M.Sc. | 1967 | Planning | 60 |

| Author | Title | Degree | Year | Dept. | Ref. |
|---|---|---|---|---|---|
| Westwater, Robert | Study of Work in Canada and Newfoundland of Canadian Legion Educational Services | D. Paed. | 1949 | Educational Theory | 61 |
| Yu, Hsi Chi | A Survey of the Parent Education Movement in the United States of America and Canada | M.A. | 1948 | Psychology | 62 |

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* In almost all cases one thesis would include a number of concepts

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## Annotations of Theses

1. ANDERSON, J.T.M. The Education of New Canadians: A Treatise on Canada's Greatest Educational Problem

D. Paed. 1918 Educational Theory

PURPOSE To discuss the educational problems of New Canadians and to suggest reforms which may tend to systematize and accelerate the work of their assimilation into Canadian society.

METHOD Not abstracted

FINDINGS Various schemes are described for children [public school] and adults [night school] to learn English and Canadian history and civics. An outline is given for the integration of specific ethnic groups [Mennonites, Scandinavians, Slavs] into the Canadian mosaic. The school is viewed as the principle instrument of assimilation. In the spirit of the time of writing, chauvinistic rhetoric appears about the divine mission of Anglo-Saxon civilization and the civilizing mission of the British Commonwealth.

CRITICAL CONCEPTS New Canadians, literacy, night school, assimilation, English as a second language.

2. AKINSULARE, S.E.A. Foreign Aid to Educational Development in Nigeria

M.A. 1963 Educational Theory

PURPOSE To determine the role that foreign aid has played in the development of Nigerian education from 1953-1963 and what it can do in the immediate future.

METHOD Review of literature

FINDINGS The study recommends that multi-national aid be available to eliminate cold war politics. At independence, 80% of Nigeria's 40 million population were illiterate and only 62% of school age children were in school. National and functional education are incompatible with colonial or imperialistic domination. Nigerian education was often irrelevant to the needs of the local community. Literacy helps in the transition from the subsistence to the market economy, leads to better conditions of health, a reduction in disease and helps to bring 'culture independence'.

CRITICAL CONCEPTS Foreign aid, literacy, Nigeria, needs, functional education.

3. ASHBRIDGE, Dorothy Interests and Reading Facilities of the Czechoslovak, Finnish and Ukrainian Groups Residing in Toronto, with Recommended Lists of Books in their Languages.

B.L.Sc. 1940 Library Science

PURPOSE To study interests and reading habits and t document appropriate reading material that might be made available in the public library for persons of the following national origins, Czechoslovak, Finnish and Ukrainian.

METHOD Persons representative of each of these groups were interviewed as to their interests and reading habits.

FINDINGS The study resulted in a list of books divided into Czechoslovak, Finnish and Ukrainian sections and showing the publisher, date, annotation and English translation of the title.

CRITICAL CONCEPTS Immigrant groups, reading interests, Toronto.

4. AYERS, J.D.L. The Development of a Selection and Classification Program for the Canadian Armed Services

Ph.D. 1951 Educational Theory

PURPOSE To construct a predictive selection test to be used in determining the qualification of applicants or conscripts for admission into the Armed Forces and in classifying personnel into broad ability categories for assignment within the services.

METHOD Review of literature, construction and administration of experimental battery of tests to Armed Forces personnel, followed by a selection of suitable test items and a standardization for the Armed Forces population.

FINDINGS Vocabulary, arithmetic and spatial tests were considered to be the most reliable predictors of general ability. The test could also be used for making comparisons among the services. The test should not place too great an emphasis on speed at the expense of power and should have sufficient discrimination at the point in the distribution where the cutting off levels are to be established. The vocabulary part should be distributed to words in general use.

CRITICAL CONCEPTS Learning ability, prediction of success, selection test, Armed Forces, classification.

5. BANCROFT, George Winston Occupational Status, Mobility and Educational Achievement of 522 Males in Southern Ontario

Ph.D. 1960 Educational Theory

PURPOSE To find out the degree of mobility and its relationship to educational achievement and occupational status of a sample of male residents in southern Ontario.

METHOD Sample included males of 80 home and school associations. Study is divided into two parts [1] grading by respondents of prestige level of 29 occupations [2] completion of an opportunity-mobility form which asked the respondent questions about his educational experience, his present occupation and training for it, and father's occupation. Response on both parts was approximately 25 per cent.

FINDINGS Fathers' occupation was related to their upward mobility and to the amount of education received. The educational level achieved was related to their present occupational status. Sons of unskilled and semi-skilled fathers showed least upward mobility and received least education.

CRITICAL CONCEPTS Mobility, educational achievement, socio-economic status, Ontario.

6. BARRETT, W.B. An Investigation of the Results of a Training Program in Human Relations in the Industrial Field

M.A. 1951 Psychology

PURPOSE To measure the results of a training program in human relations for supervisory personnel in a company with specific emphasis on the feelings of security in the vocational area and the approach to interpersonal situations.

METHOD The experimental variable in the study was the human relations conference. Two groups were matched according to age, sex, length of service with the company and degree of responsibility. The experimental group who participated in the conference and the central group who did not were tested both before and after the conference. Tests used were the vocabulary section of the Shipley-Hartford Test;the Vocational Security Questionnaire;and the Cox S-R Test.

FINDINGS The results, in terms of an expected increase in feelings of vocational security on the part of the experimental group, were roughly positive. On the Vocational Security Questionnaire, their post-conference performance tended to show an improvement by the control group. The hypothesis that members of the experimental group would demonstrate "better human relations" in their approach to interpersonal situations was not substantiated.

CRITICAL CONCEPTS Vocational Security Questionnaire, human relations, training, business and industry, Shipley-Hartford Test, Cox S-R Test.

7. BEDFORD, A.G. The Idea of Liberal Education: A contribution to the History of Thought and Opinion in the Nineteenth Century

Ph.D. 1957 History

PURPOSE To study the history of the idea of liberal education through the nineteenth century to the year 1870.

METHOD An analysis of the writings of twelve men of letters of the period. The study deals with the general philosophical position and then with pronouncements upon education. The educational views of each are set in the context of the idea held of man and of society.

FINDINGS In general, supporters of the Established Church, the Conservative Party in Parliament, and members of the upper class insisted that liberal education include religious studies, grounded on the doctrine of the Church, and that education be left in the hands of clergy and the private schools. The Dissenters, to some extent the Liberals in Parliament and a part of the rising middle class, saw education as grounded in religion [their own doctrine or sect] but not controlled by government. The Reformers, including Philosophical Radicals in Parliament, the advocates of scientific and technical learning in education and the free thinkers in religion, argued for the elimination of religious studies, the establishment of a university with no faculty of theology, and the institution of government supported schools at all.

CRITICAL CONCEPTS Liberal education, church, university, nineteenth century, government.

8. BERNHARDT, Karl, S. A Statistical Study of Factors Affecting the Standing of a Group of University Matriculants

M.A. 1929 Psychology

PURPOSE To follow a selected group of students through college life in order to discover some of the factors contributing to their success or failure.

METHOD Survey of information contained in the application for admission of the group. Techniques were evolved to evaluate the results of high school examinations. A prediction of probable success or failure in university was made from the achievement of this group in high school.

FINDINGS Comparison of high school and first year university results indicates a close correspondence between the two. Prediction of success in college from high school results showed almost perfect accuracy, but prediction of failure resulted only in about 50% accuracy. Therefore, additional information is needed to be able to make accurate prediction of failure.

CRITICAL CONCEPTS University students, student performance, comparative, high school.

9. BREHAUT, W. A Quarter Century of Educational Research in Canada: An Analysis of Dissertations [English] in Education Accepted by Canadian Universities 1930-1955

Ed.D. 1958 Educational Theory

PURPOSE To analyze both quantitatively and qualitatively the educational research completed by students seeking advanced degrees from English-Canadian universities and to discover whether Canadian research was patterned after American trends.

METHOD Analysis of theses and review of literature.

FINDINGS The study was able to determine, to varying degrees, the problem and theme areas, research methods and techniques, quality, and developmental trends of this body of research.

CRITICAL CONCEPTS Educational research, research methods, Canada, universities.

10. BREWIN, MARGARET JUDITH The Establishment of an Industrial Education System in Ontario

M.A. 1967 Educational Theory

PURPOSE To describe and analyse the development of technical and commerical secondary education and the creation of post-secondary technical colleges.

METHOD Analysis of literature.

FINDINGS A sharp distinction was made in Ontario between vocational secondary training and academic secondary training. The latter was reserved solely for the academically gifted [i.e. upper classes]. In the U.S.A. these two schemes were integrated within the same building, 'the comprehensive secondary school'. The aim of industrial education was to train workmen and workwomen for specific industries and jobs. Different educational programmes were provided for different social groups.

CRITICAL CONCEPTS Industrial education, community colleges, Ontario, comprehensive schools, technical education, commercial education, secondary education, socio-economic classes, United States.

11. BROWN, W.J. Interprovincial Educational Differences in Canada: Alternative Measures of Their Underlying Causes and Their Alleviation

M.A. 1969 Educational Theory

PURPOSE To explore interprovincial educational differences in the real outputs of the various educational systems; to link these to corresponding differences in the quality of real inputs and levels of financial support among the provinces; and to investigate the measures used to alleviate educational differences including efforts of the Federal Government.

METHOD Analysis of gross demographic and fiscal data.

FINDINGS 15.6% of Canadians had completed secondary school, with provincial variations ranging from 4.6% in Newfoundland to 22.5% in B.C. A parallel range of variation existed at the university level. Newfoundland ranked lowest in terms of illiteracy rates. There are wide differences among the provincial educational systems of Canada in terms of real outputs and the quality of real inputs and these differences appear to be growing larger. All three measures of educational output show the Atlantic Region as having the lowest levels of educational attainment and the provinces of British Columbia and Alberta as having the highest level of attainment.

CRITICAL CONCEPTS Interprovincial educational differences, educational systems, Federal government, Newfoundland, Atlantic Region, Alberta, British Columbia.

12. BRYCE, G.P. The Promotion of Adult Literacy in India

D. Paed. 1946 Educational Theory

PURPOSE To study the adult literacy programmes in India through teaching methods and materials (primers, charts, follow-up material), history of development, its organization, significance to the world literacy movement, and local problems and needs.

METHOD A review of relevant material in and outside India, including the Spanish, Portuguese, and English experiments in this field, the pioneer work of Dr. F.C. Laubach, and the Canadian Literacy experiment under the Canadian Legion Educational Services.

FINDINGS Many experimental adult literacy programmes have been conducted in India. Various elements are involved in the construction of basic literacy material, for example, arrangement of content, typography, use of pictures, story, songs, proverbs, poems, style of writing, and use of colour. Laubach's "each-one-teach-one" plan was more successful in the Phillipines than in India. The teacher of adults must respect the personality, maturity and mentality of his students.

CRITICAL CONCEPTS Literacy, India, Laubach, Canadian Legion Educational Service, teaching materials, teaching methods.

13. COOK, S.A. A Study of the Relation of Interests to Self-Definition

M.A. 1951 Psychology

PURPOSE To investigate the hypothesis that interests are related to self-definition with reference to a group of 111 university undergraduates.

METHOD The hypothesis was tested through the use of the Thurstone Interest Schedule and a specially constructed self-definition inventory. A scoring scheme common to both tests was devised.

FINDINGS Significant correlations were elicited between the two tests from the scores of the sample group. The hypothesis was upheld, that interests are related to self-definition and that this relationship is in the nature of a continuum.

CRITICAL CONCEPTS Interests, self-definition, university students, Thurstone Interest Schedule.

14. CORBIN, S. Effects of Role-Playing on Attitude and Behaviour Change and the Differential Effects of Video Tape Playback

M.A. 1970 Educational Theory

PURPOSE To test the hypotheses that role-playing would produce attitude and behaviour change in the direction of the prescribed role (dominance) and that video tape playback would enhance these effects.

METHOD Thirty-two first year, relatively submissive, female nursing students at St. Michael's Hospital (Toronto) were assigned randomly to four treatment conditions: (a) role-playing with video tape playback, (b) role-playing without playback, (c) non-role-playing (general discussion) with playback, and (d) non-role-playing without playback. Groups met weekly for a total of five weeks, each session approximately 1-1/2 - 2 hours.

FINDINGS Conflicting evidence for both hypotheses and, contrary to prediction, some indications that role-playing produced change in a direction opposite to the role. Video playback did not enhance the predicted effects of role playing but some evidence suggests that it may have increased the accuracy of the subjects' enactment of the role itself and speculation as to reasons for this included a discussion of general role expectations and role demands. Differences were noted between subjects' self-descriptions and descriptions of them by others.

CRITICAL CONCEPTS Role, role-playing, attitudes, behaviour change, video tape playback, dominance, Toronto, nursing students.

15. COTTON, L.M. The Principles of Group Activity

Ph.D. 1929 Sociology

PURPOSE To study the social structure of the small group (in which members have direct personal contact) for purposes of classification and also to identify their influence on the individual and on society as a whole.

METHOD Personal observation of groups plus an examination of minutes and other records of group activity.

FINDINGS There is a vast realm of unexplored knowledge in the study of social organization, social change and social causation. Organization forms, just as biological organisms must be viewed as 'objective realities'. Differentiation is one of the outstanding characteristics of social evolution. Small groups were classified according to their duration, function, and articulation (degree of dependence on society as a whole). This study was viewed as a pilot project for a larger and more comprehensive study of social organiation.

CRITICAL CONCEPTS Small groups, social organization, social change.

16. DHILLON, P.S. An Historical Study of Aims of Education in Ontario

M.Ed. 1961 Educational Theory

PURPOSE To investigate, interpret, and analyse the practice of theories regarding the aims of outstanding Ontario educationalists.

METHOD Topical rather than chronological analysis of the literature.

FINDINGS During the early part of the 19th century, important government officials and church leaders stated the aims of education since it was principally in their control. Later the public demanded more adequate facilities and some even set up socio-economic positions in the society. After mid-century, Canada needed educational aims to meet the demands of a new and changing society. The aims were stated in broader terms to serve the needs of the new democratic commercial society, including a focus on citizenship, manual training, and domestic science. The aims sprang from society not the schools.

CRITICAL CONCEPTS Educational aims, Ontario, historical study, nineteenth century, government, church.

17. DOUGLAS DAVID J.A. Towards an Analysis of the Functional Efficiency of the Rural Service Centre

M.A. 1968 Geography

PURPOSE To introduce a qualitative approach to settlement studies and, given an acceptable method of economic appraisal of the functional efficiency of a settlement system, to formulate optimising settlement patterns for the future.

METHOD Rural service centres were compared on the basis of their functional efficiency. Two interview schedules were developed: one for farmers and the other for residents of service centres. Results were analyzed so as to evaluate functional efficiency of these centres.

FINDINGS An efficiency analysis in geography and planning is needed. Lack of knowledge of the functioning of the rural service centre had a stagnating effect on research in settlement studies in rural sociology, economics, planning and geography. There is a need to appraise the degree of functioning or functional efficiency of rural service centres.

CRITICAL CONCEPTS Rural service centres, planning, settlement studies.

18. GIFFEN, PERCY JAMES Adult Education in Relation to Rural Social Structure: A Comparative Study of Manitoba Communities

M.A. 1947 Educational Theory

PURPOSE To make a comparative study of the relationship between adult education and rural social structure in three Manitoba communities.

METHOD Comparative study.

FINDINGS The extent to which adult knowledge and skills are developed in the rural community depends largely on the type of experience to be derived from leadership and participant roles in the associational structure of the community. Within the community, leadership roles can only be filled by a minority at any one time because the requirements for such roles are such that they are not accessible to everyone in the community. A minority in the community tends to monopolize these roles and rotate them among themselves. Participation in community groups is closely related to status. The relationship between cultural literacy and rural social structure is affected by all the secular trends to which the community is subject.

CRITICAL CONCEPTS Rural social structure, comparative study, Manitoba leadership, leadership role, participation, community, cultural literacy.

19. GLICKMAN, JACOB Patterns of Social Participation: A Suburban Profile

M.A. 1969 Sociology

PURPOSE To study how the nature of an individual's participation affects his capacity to cope with stressful events.

METHOD Data had been gathered previously comparing types of housing and its effect on patterns of behaviour among middle income suburban families. The data were then recorded and condensed in order to combine certain variables into measures and indices to better measure and study relevant phenomena.

FINDINGS Residents preferred contacts with friends to contacts with relatives and tended to associate more with people outside the neighbourhood than people inside it. Socio-economic status is a relatively powerful variable in accounting for modes by which people in these communities interact. No relationship could be discerned between age and patterns of informal associations. Contrary to expectations, maisonette dwellers were not found to interact when in more of an "alienated" and open system compared to both single-family and town house dwellers. People who ranked higher on occupation and who interacted in more of an open system of informal networks, showed a greater propensity to move.

CRITICAL CONCEPTS Suburbia, participation, interaction, mobility, status.

20. GRAHAM, JEAN ALEXANDER COPELAND Parent Education with Particular Reference to the Working Classes

M.A. 1933 Educational Theory

PURPOSE To describe the growth of the concept and practice of parent education and some of the issues with reference to the working classes.

METHOD Analysis of literature.

FINDINGS Parent education developed initially as child study. It became part of the adult education movement with immediate relevance to the economic and intellectual life of the working class and later was conceived as a product of necessary changes in the educational system. The writer outlines the abominable social conditions under which the working classes are forced to live and which make it very difficult to raise children properly. A major role in parent education for the building of community responses is advocated including political and community education.

CRITICAL CONCEPTS Parent education, working classes, community education.

21. GREEN, W.H.H. The Development of the Vocational School to Meet Community Needs

D. Paed. 1941 Educational Theory

PURPOSE To outline the needs of the Fort William community and to comment on the extent to which the Fort William Vocational School attempts to become an integral part of that community, in terms of helping to determine needs and making effort to meet those needs.

METHOD Study of active participation in the community and school plus an examination of available records.

FINDINGS An outline is given of how the community's needs and interests are determined and of various night school programmes (academic, vocational, recreational) organized to meet those needs. One chapter describes the special literary skill training courses during the war for servicemen.

CRITICAL CONCEPTS Vocational school, evening classes, community needs, courses for servicemen.

22. GUNN, CHARLES REGINALD Adult Education in Picton County, Nova Scotia

M.Ed. 1957 Educational Theory

PURPOSE To describe the participants and their motivation, and to describe the organizers, funding, programming, and needs served by adult education institutions in Picton County, Nova Scotia.

METHOD Examination of literature about and records on adult education institutions.

FINDINGS Government, educational institutions, and business participate in the organization of adult education. Participants come from all parts of society, but principally from the middle income bracket. The study divides the range of adult educational activity into three types according to how they help to (a) make a living (b) live with others (c) live fully. The study concludes that the majority of participants are involved in the third activity.

CRITICAL CONCEPTS Picton County, Nova Scotia, participation, funding, administration, programming, motivation, middle class.

23. GUNN, CHARLES REGINALD The Role of Atlantic Provincial Governments in Adult Education

Ed.D. 1967 Educational Theory

PURPOSE To define adult education and to obtain opinion on government-adult education relationships in the Atlantic Provinces.

METHOD Survey of the literature

FINDINGS Adult education is defined as "that kind of education which results from planned purposeful learning experiences voluntarily undertaken by adults during leisure time". Government is one of many adult education agencies and the Departments of Education are not the only department involved. Co-ordination and co-operation is needed among the various agencies, particularly among government agencies. A large part of the Department of Education adult education work should be made through the local education authorities. Adult education must arise from the needs of the participants.

CRITICAL CONCEPTS Role of government, Atlantic provincial governments, co-ordination, definition of adult education, funding.

24. HAMILTON, CATHERINE ROBERTA WALLACE Workers' Education: An Expression of Labour Attitudes in the United States

M.A. 1927 Educational Theory

PURPOSE To study the early growth, development, sources of demand, characteristics, forms of conflict, and experiments in workers' education (formal or informal education under the control of a labour organization in the interests of their movement) in the United States.

METHOD Examination of literature and records of educational programmes conducted by American labour unions.

FINDINGS Workers' education as an experiment in promoting social and economic adjustment has achieved only limited success, yet it commands respect as a creative force still in its first stages of trial. The experiment of the International Ladies Garment Workers' Union in worker's education was relatively successful but was of limited influence on the rest of the labour movement.

CRITICAL CONCEPTS Workers' education, U.S.A. labour unions.

25. HAMILTON, C.R.W. Education in the Life of the People: A Study of its Place in the Social Life of Modern England

Ph.D. 1932 Educational Theory

PURPOSE To study the various adult education institutions and movements serving the needs of workers during the 19th and 20th centuries in England. The major focus is the Workers' Educational Association.

METHOD Examination of the literature plus records of various organizations.

FINDINGS After a brief sketch of the socio-economic conditions of the period and the needs of the working class, the study outlines the programmes and history of the Christian Socialists, the Working Men's College, the Co-operators, the University Extension Movement, Ruskin College, and the Trade Union Movement. Also described in detail are the aims, historical background, programmes, and efforts of the Workers Educational Movement to create a favourable public opinion in support of adult education.

CRITICAL CONCEPTS Workers' Educational Association, England, trade unions, university extension movement, working class.

26. HARDY, EDWIN AUSTIA The Public Library: Its Place in our Educational System

D. Paed. 1912 Educational Theory

PURPOSE To demonstrate historically and logically the role of the public library in the educational system of Ontario.

METHOD Review of literature.

FINDINGS The writer describes the experiments by librarians over a century, tracing the advance from the Niagara library of 1800 and the two early Mechanics' Institutes of 1835 to the well organized public library system of 1911. Also reviewed is the formation of libraries in U.K., U.S.A., and Canada; the fundamental purposes of the public library (providing books, materials, and reference assistance to the public); and the essential factors in a successful library. Numerous adult-oriented special activities undertaken by the library are described such as technical, commercial, agricultural, political, domestic, and legal education; travelling libraries, community clubs.

CRITICAL CONCEPT Library, Ontario, Mechanics' Institutes, Niagara Library, comparative, programmes.

27. HARDY, J. Occupational Interests as Predictors of Success in Training

Ph.D. 1962 Educational Theory

PURPOSE To identify and validate a priori occupational interest patterns as revealed in success-in-training in order to develop ability-group scoring keys for specific trades, with particular reference to the Air Force.

METHOD An experimental control group of Air Force recruits.

FINDINGS The Occupational Interest Inventory formulated and tested during this study was shown to possess a fairly high degree of internal consistency of item discrimination as well as a reliable test-retest capability.

CRITICAL CONCEPTS Occupational interest inventory, predictor of success in training Air Force recruits.

28. HARDY, JOHN HOWARD Teachers' Organizations in Ontario: An Historial Account of Their Part in Ontario Educational Development, and Their Influence on the Teacher and Training, 1840-1938

D. Paed. 1939 Educational Theory

PURPOSE To describe the various teachers' organizations in Ontario and to explain their origin, organization, ideals, accomplishments, and role in education through influence on the teacher and his teaching.

METHOD Records of various organizations.

FINDINGS Before 1939 the various teachers' organizations were mainly concerned with bargaining with the Ministry and Boards of Education for increased salaries, pension and other social welfare schemes and spent very little time promoting the educational needs or demands of the province or in furthering the professional training of teachers.

CRITICAL CONCEPTS Ontario Teachers' Federation, professional development, teachers.

29. HARRIS, ROBERT CLAYTON Group Counselling With Teachers: An Effective In-Service Education Technique

Ed.D. 1969 Educational Theory

PURPOSE To examine the effects of group counselling with classroom teachers as measured by teacher behaviour change in the classroom and changes in teacher-pupil attitues. Given an opportunity to explore themselves and the teaching-learning situation in the milieu of a peer group, it was proposed that the teachers would gain new strengths and insights that would be reflected in classroom behaviour.

METHOD Thirty-five teachers from grade 7 and 8 were randomly selected for an experimental and control group. Eighteen were used as experimental. A series of tapes of group counselling with children at the grade 7 and 8 level were to be used to facilitate and focus the discussion.

FINDINGS Group counselling with teachers as a form of in-service training seminars is effective in influencing the teachers' behaviour in the teaching-learning situation. As the teacher gains support from his peer group he develops insight into his teaching role, becomes more accepting, and is able to allow the pupil a more active role in the teaching-learning process.

CRITICAL CONCEPTS Group counselling, teachers, in-service training, teaching roles.

30. HAWKINS, GORDON ROBERT STANLEY Adult Education Responsibilities of a Provincial Department of Education: 1944-1963

M.A. 1965 Educational Theory

PURPOSE To analyze the place of the modern state in adult education with particular reference to Saskatchewan.

METHOD Survey and analysis of documents.

FINDINGS A strong impulse towards political enlightenment is no substitute for an adult education programme based firmly on sound educational principles and sharp awareness of the real relationship between political principle, administration and education. Radical changes of educational policy are likely to happen with a change in the political party in power. The nature of appointments and guidance given revealed little awareness of the extreme sophistication required for the administration of an adult education division

CRITICAL CONCEPTS Politcal process, public assistance to adult education, bureaucratic relationship, provincial government, Saskatchewan, educational policy.

31. HEDLEY, HAROLD WHITFIELD A Study of the Education of Illiterates in the Canadian Army

D. Paed. 1949 Educational Theory

PURPOSE To evaluate in terms of tangible, measureable and immediate results the educational programme for illiterates held at the Canadian Army Educational Training Centre during World War II.

METHOD Empirical testing of improvement through testing.

FINDINGS The improvement in literacy was equivalent to an up-grading of 1.5 grades on the average. In many cases the results were practically nil or even negative and for some the improvement was only temporary. Apart from literacy improvement, the participants showed some growth in writing and mathematics and in broadened horizons through the social studies course. The new skills produced pride and self-respect, and this educational effort is seen to contribute to the war effort and to Canadian society. The study indicates the tremendous need for adult basic education in Canada and suggests measures for meeting these needs.

CRITICAL CONCEPTS Literacy, Canadian Army, reading, social studies, adult basic education.

32. HENLEY, GORDON H. A Study of the Influence of Prejudice in the Perception and Evaluation of a Social Situation

M.A. 1951 Psychology

PURPOSE To test the hypothesis that prejudice results in perceptual and judgmental distortion. An attempt was made to demonstrate that when Canadians judge the same criminal act committed by a Russian and an American, prejudice tends to distort judgement.

METHOD Three experimental groups were given a questionnaire describing nine crimes each committed by one of three nationalities, Russian, German and American. Subjects evaluated the severity of the crime by assigning a jail sentence to the perpetrator.

FINDINGS The hypothesis that prejudice results in perceptual and judgmental distortion cannot be accepted on the basis of significant results. But the analysis of the statistics does indicate some support for the hypothesis.

CRITICAL CONCEPTS Prejudice, perception, Canadian.

33. HUME, W.E. The Improvement of the Elementary Teacher in Service

D. Paed. 1923 Educational Theory

PURPOSE To describe the need for, and the various schemes of, in-service further education of elementary teachers in Canada and the United States during the first part of this century.

METHOD Review of literature.

FINDINGS The study describes educational supervision, teacher training institutes, reading circles (a form of study circle among teaching peers), university extension work, and other in-service upgrading schemes.

CRITICAL CONCEPTS Elementary teachers, in-service training, study circles, university extension.

34. KELLY, M.V. Young Male Trainees in Program 5: A Study of a P[illegible]ori Factors Associated with Early Withdrawal by Youn[illegible]len from Program 5 Adult Training Centres

D.S.W. 1968 Social Work

PURPOSE To examine a fundamental question: Is the provision of opportunity for individual self-advancement through government programs a sufficient remedy for poverty, without giving attention to the capacity and motivation of those who are to benefit from such opportunity?

METHOD Study of young men who enrol in Program 5 (federal-provincial vocational training for the unemployed) and who withdraw after relatively short period of attendance.

FINDINGS Individual capacity and motivation to persist in the program cannot be assumed to pre-exist. Mere provision of opportunity is shown to be insufficient response to individual psycho-social problems that may reflect a lifelong pattern of poor adjustment to social institutions. The ones who drop out within a period of three months may be differentiated by a priori factors such as personality, previous schooling and work experience, clarity and degree of commitment to occupational goals at the time of enrolment.

CRITICAL CONCEPTS Program 5, poverty, vocational training, young males, motivation.

35. KNAPP, MARGARET ELIZABETH Use of Films in Canadian Libraries

M.L.S. 1963 Library Science

PURPOSE To study the use of film and other audio-visual media in Canadian libraries since 1950 and to assess the role of the public library in adult education.

METHOD Examination of primary and secondary sources.

FINDINGS The public library is an important adult education agency in providing books and reading advice and in offering group activities such as lectures and concerts. Film services play an important part of the library's new role as a community information resource, and include film-based educational programmes, information on films not in the library and active participation in community film councils.

CRITICAL CONCEPTS Film, library, community, audio-visual media, information service.

36. LAIDLAW, A.F. Campus and Community

Ed.D. 1958 Educational Theory

PURPOSE To examine the place of the university in adult education and to interpret the work in that field by St. Francis Xavier University.

METHOD Examination and review of the history and philosophy of the adult education work at St. Francis Xavier University.

FINDINGS The study identifies a dual role which universities are performing: for students in regular on-campus courses, and for adults in the community through extramural programs. The "Antigonish Movement" linked adult education with cooperatives, labour and credit unions and community enterprises, and interwove Christian principles of social justice. It created a body of teachings and methodologies that have affected and been copied by many countries; had a strong influence in linking adult education with the cooperative movement; and has contributed to leadership training and emphasis on group action.

CRITICAL CONCEPTS St. Francis Xavier University, labour union, adult education movement, M.M. Coady, J.J. Tompkins, cooperative education, agricultural extension, Antigonish, Nova Scotia, leadership training.

37. LAMOND, CONRAD M. A Comparison of Leisure Time Interests of Men Rated at Extremes on the Bell Adjustment Inventory Emotional Scale

M.A. 1948 Psychology

PURPOSE To discover whether men who give evidence of being emotionally tense, anxious, sensitive and who have moods of depression, have or had basically different leisure time interests and activities from men who do not give evidence of such feelings.

METHOD Personality characteristics were evaluated through use of the Bell Adjustment Inventory. The Humme-Wadsworth Test and/or interviews were used in some cases for confirmation of emotional state. Two groups of men from the above classifications were matched in age, intelligence and education and their answers on the Leisure Time Interest Inventory were compared.

FINDINGS A difference exists between leisure time activities of men who give evidence on the Bell Emotional Scale of being tense, anxious, sensitive and who have moods of depression from men who do not give evidence of such feelings. Group and certain competitive activities such as table tennis, bridge, and poker were found to be more frequently chosen by the well adjusted group. Individual and non-competitive activities such as letter-writing, day-dreaming and hiking were more frequently used by the maladjusted group.

CRITICAL CONCEPTS Leisure time, interests, Bell Adjustment Inventory Emotional Scale, recreational activities, emotional feelings.

38. LEITH, MIRIAM ANN Criteria for Evaluating Voluntary Home-Making Programs for Canadian Eastern Arctic Eskimo Women

M.S.A. 1964 Social Anthropology

PURPOSE To relate the principles of adult education and community development to the changing conditions of the Canadian eastern Arctic. Principles of evaluation and experience in similar programs elsewhere are applied to produce suggested criteria and methods for evaluating voluntary home-making programs for Canadian eastern Arctic Eskimo women.

METHOD Evaluation based on personal experience and observation of other voluntary programs in the eastern Arctic.

FINDINGS Adult education and in particular women's education are very important in the changing life of the Eskimo. Lack of federal funds for adult education has resulted in many voluntary efforts to meet the need. The volunteers, on the whole, lack training in adult education or community development and therefore make mistakes and sometimes create problems. More training and greater emphasis on planning and evaluation could make these volunteers into a major contribution for northern development.

CRITICAL CONCEPTS Volunteers, home-making programs, women's education, Canadian Eastern Arctic, Eskimos, community development, evaluation.

39. MARSHALL, A. An Investigation of the Relationship Between Adjustment and Interest of First Year University Veterans

M.A. 1948 Psychology

PURPOSE To investigate whether there is a direct relationship between various areas of adjustment and measurements of interest among World War II veterans in their first year of university.

METHOD Use of the Bell Adjustment Inventory to detect extreme groups in each of four areas of adjustment, and to use these groups in determining whether patterns of interest tend to be associated with better and poorer adjustment. The Kuder Preference Record was used to measure interest. A further study explored relationship between adjustment and scholastic success over a two-year period.

FINDINGS Students with different levels of adjustment on the Bell Adjustment Inventory obtain different interest scores on the Kuder Preference Record. The different interest scores tend to fall into distinctive patterns for the adjusted and maladjusted persons. No significant differences between the scholastic achievement of adjusted and maladjusted could be established, but there is an apparent tendency for generally adjusted individuals to maintain their academic levels better than the maladjusted.

CRITICAL CONCEPTS University students, war veterans, Bell Adjustment Inventory, Kuder Preference Record, adjustment.

40. MACDONALD, J.C. An Investigation of Role Concepts and Role Conflicts Related to the General Staff Nurse Position in Hospitals

M.A. 1968 Educational Theory

PURPOSE To investigate the relationships between the professional role concept of the general staff nurse in a hospital, her perception of bureaucratization in the hospital, and her perception of role conflict.

METHOD The data were collected by a questionnaire given to 211 general staff nurses.

FINDINGS General staff nurses have differing perceptions of a professional role and of the bureaucratization of hospitals. The empirical data invalidated the hypothesis that role conflict is related to perceptions of a professional role and of bureaucratization of an organization. General staff nurses are less satisfied with their present positions than other nurses; report a greater likelihood of changing to another position within the next six months; and are less likely to view their present job as their final occupational role.

CRITICAL CONCEPTS

Role concept, role conflict, general staff nurses, Ontario.

41. McDONALD, HEATHER B. A Study of Differences Between Education Groups in Knowledge and Opinions About Public Affairs

M.A. 1946 Psychology

PURPOSE To test the hypothesis that education will make a difference in an individual's thinking about public affairs.

METHOD Data were drawn from eight unpublished surveys of Canadian knowledge and opinion carried out at intervals between December 1942 to July 1945. Samples were broken down into college, high school and public school.

FINDINGS Of the three education groups investigated those with a longer period of formal education take more interest and are better informed on public affairs; are more ready to act in a large and complicated world, and to face the sacrifices which such action may involve; tend to be more critical of what their country, Government, or fellow-Canadians are accomplishing.

CRITICAL CONCEPTS Educational differences, public affairs.

42. McDOUGALL, ROBERT LAW Drama Designed for Listening: A Study of Radio Drama and its Practice in Canada

M.A. 1948 English

PURPOSE To study and describe the contribution of Canadian radio drama to the development of dramatic literature designed for broadcast.

METHOD Examination of primary and secondary sources.

FINDINGS Canadian radio drama has made a remarkable contribution to the development of dramatic literature. It posesses unique capabilities as an art form, focussing on language (dialogue and narration) and is capable of reaching wide audiences. Its limitations include the non-visual nature of its medium, the transitory nature of the form, and its necessity to reflect the tastes of the "average" listener. Its creativity remains relatively uncurbed by the non-commercial broadcasting system of the Canadian Broadcasting Corporation.

CRITICAL CONCEPTS Radio drama, radio broadcasting, dramatic literature.

43. McKENZIE, T.R. The Past and Present Status of the Teaching of English to Non-English Speaking Immigrants to Canada, with Special Reference to Ontario

Ed.D. 1954 Educational Theory

PURPOSE To discover what courses, methods and teachers are being used to teach basic literacy in English to non-English-speaking immigrants in Canada, especially in Ontario, and to examine how the programme is financed and administered and what are its achievements. The study focusses on the work of the Ontario Community Programmes Branch.

METHOD Historical survey of the literature, questionnaires to provincial education departments, interviews with experts, and direct observation of a sampling of the literacy work.

FINDINGS The primary aims of English second language teaching were naturalization, adjustment of the newcomers to their unfamiliar environment, and improvement of the immigrants' chances for lucrative, congenial employment. Teachers were drawn chiefly from primary schools and about 20% from secondary schools. Few had less than 3 years teaching experience. Most teachers depended on in-service advice from the more experienced; on directions circulated by supervisors; and on occasional seminars. A few were given pre-service instruction. The specially prepared language course for beginners emphasized a limited vocabulary and syntax-pattern and avoided verbs.

CRITICAL CONCEPTS English for New Canadians, Ontario, methods, teachers' background, Ontario Community Programmes Branch, in-service training.

44. MEHMET, OZAY Optimum Choice Between Institutional and On-The-Job Adult Manpower Training Activities in the Province of Ontario

Ph.D. 1968 Educational Theory

PURPOSE To evaluate the allocation of public funds between different adult manpower training options in Ontario and the criteria by which funds are given.

METHOD The central tool is linear programming. The empirical evaluation is for the fiscal year 1966/67. Chief sources of data were files of the Departments of Education and Labour. From this data a total of six linear programming models were constructed for purposes of evaluation.

FINDINGS The type of training rather than its location appears to result in a more efficient division of training responsibilities between the departments of Education and Labour. From an efficiency standpoint, significant economies would result in On-the-Job Training by conducting it in selected higher-yielding industries.

CRITICAL CONCEPTS Adult manpower training, public funds, linear programming, efficiency, Department of Education, Department of Labour, On-the-Job Training.

45. NORQUAY, MARGARET A Study of a Community Recreation Council as an Agent of Social Change

M.A. 1950 Sociology

PURPOSE To discover to what extent, if any, the Recreation Council was able to realize its objectives (i.e. to promote recreational activities for all men, women and children in the town) and to relate its successes and failures to the social system in which it operated.

METHOD The study of diaries, reports and records kept by the writer over a 22-month period of employment as the recreation director of Milltown.

FINDINGS The Recreation Council had not succeeded in making recreation a vital interest to the people of Milltown. When the issues raised finally succeeded in shaking people out of their apathy, they arose not to establish recreation on a municipal basis but to overthrow the political organization which denied them quality of participation in community affairs.

CRITICAL CONCEPTS Participation, recreation, council, social change, social system, community.

46. PEERS, FRANK WAYNE The Politics of Canadian Broadcasting: 1920-1939

PURPOSE To examine the efforts made by Canadians to determine their national broadcasting policy and goals during the 1920s and 1930s and to determine to what extent private enterprise or national purposes influenced these efforts.

METHOD Examination of Government and CBC documents, Parliamentary Committee hearings and reports, House of Commons debates, records of 1929 Royal Commission on Broadcasting, correspondence of Canadian Radio League, and of Alan B. Plaunt; newspapers and magazines of the period; interviews with some who had a prominent part in the system's development.

FINDINGS Two main forces helped determine the Canadian system of broadcasting. First, the desire that Canadian broadcasting serve distinct national purposes; and second, a belief held in common with many in the United States, that the most democratic broadcasting system responds to the free market and is in effect a part of the advertising industry.

CRITICAL CONCEPTS Canadian Broadcasting, Aird Commission, Canadian Radio League, public policy.

47. RICHARDS, LEONARD Community Development: A Method in Public Administration

Phil. M. 1968 Public Administration

PURPOSE To conduct an exploratory study of community development in Canada as conducted by federal, provincial and municipal agencies; to explore how it can be related to present organization and methods in public administration; and to describe and evaluate the various modes of community development organization such as departmental, non-departmental, and non-governmental.

METHOD Study of appropriate literature in the field; government documents; interviews with community development field and administrative staff.

FINDINGS The resolution of many local problems requires a regional, provincial and national approach with coordinated planning at all levels and with a major stress on communications. Although government involvement in community development must leave room for participation of local people and private agencies, it can play an important role in community development as another method of public administration. The training of community development personnel and the evaluation of community development programmes are also described.

CRITICAL CONCEPTS Community development, public administration, government, communications, participation, training, evaluation, organization, planning.

48. ROSE J.A. Career Goal Commitment, Values and Personal Background Variables as Correlates of Activism among University Students

M.A. 1969 Educational Theory

PURPOSE To examine the relationship between career goal commitment and activism, by determining whether students enrolled in the Faculty of Arts and Science are generally less committed to pursuing a career goal and as a result have a higher degree of activism than the rest of the student population.

METHOD 1000 students stratified by faculty of enrolment comprised the random sample from the University of Toronto. Four scales, three designed for the study, made up the research instrument employed for the collection of data; the Career Goal Commitment Scale, the Activism I and II Scales and a modified version of the Allport, Vernon, Lindsay Study of Values (1960).

FINDINGS Career goal commitment does not explain a student's actual participation in protests but accounts in part for his likely participation in similar events. Arts and Science students are less committed to pursuing a career goal than students enrolled in the professional or science faculties. Intellectual, aesthetic and social values are espoused by students who have a high degree of activism, while economic, political and religious values are held by students with a somewhat lower degree of activism. Knowledge of a student's personal background is important in accounting for his participation in student protests.

CRITICAL CONCEPTS Career goal commitment, values, personal background, University of Toronto activism, university students.

49. ROSEBOROUGH, MARY Effect of Group Composition upon Students Interaction and Academic Achievement

M.A. 1949 Psychology

PURPOSE To determine whether or not any noticeable differences occur in performance of individuals in sociometrically composed groups as contrasted with groups composed randomly.

METHOD College students were selected for the study. Criteria to measure differences included academic achievement and interaction within groups. In the first phase, students were divided into small groups (5 to 10) based on reciprocated choices in sociometric tests. In the second phase, students were divided into six new groups on a random division. Groups worked together during one semester on a course assignment of a general essay topic. Individual term papers were then evaluated for academic achievement. Observers recorded interaction.

FINDINGS No significant differences showed between performance of individuals in sociometric groups as compared with random groups, using the criteria selected. Sociometric groups were formed around factors such as residence, religion, sex, which have little direct connection with academic work. While the hypothesis of Moreno was challenged, further investigation must be made into the use of the sociometric technique in an educational setting.

CRITICAL CONCEPTS Sociometric groups, student interaction, academic achievement, college students.

50. ROSSIE, MARY B. A Comparative Study of the Uses Made by Men & Women of the Facilities of the London Public Library

B.L.Sc. 1939 Library Science

PURPOSE To study the London Public Library to determine how many people are likely to use the library and to survey the use to which library records and statistics have been put and the techniques used of graphic portrayal of library statistics.

METHOD During the months of March and April 1938 and January 1939 a series of counts were taken at random intervals in the three departments of fiction, non-fiction and reference. Records were also checked during this period to discover the rate of borrowing between men and women. A survey was made of the indexes of library literature and significant findings, type of records used, methods and degree of success were noted.

FINDINGS Men use the library more than women. Men make greater demands on the reference room than women. More women possess borrowers cards than men. Housewives and students form the largest groups of library borrowers. Women read more fiction than men, and men read more non-fiction. A more detailed analyses of the non-fiction reading would act as a guide to book selection. There should be a closer link between fiction and non-fiction, perhaps by more space for displays and special collections. A more accurate method of registration would better meet the needs and interests of the various groups of library borrowers.

CRITICAL CONCEPTS Library, London (Ontario), comparative, library users.

51. RUTHERFORD, WILLIAM HERBERT The Industrial Worker in Ontario

D. Paed. 1914 Educational Theory

PURPOSE To describe the development of education and further training for the working class in Ontario.

METHOD Survey and examination of literature.

FINDINGS This general survey of vocational education includes an outline of European and American industrial training schemes; a description of Frontier College's fore-runner (the Reading Camp Association) and other similar "social gospel" movements; a proposal for an industrial in-service training scheme; a specialized school for women (domestic and vocational training); a co-operative school; an agricultural college; and an evaluation of evening schools.

CRITICAL CONCEPTS Industrial education, working class, Ontario, co-operative education, agricultural education, comparative, Frontier College, social gospel.

52. SANKAR, Y. An Analysis of Organizational and Leader Behaviour Dimensions Relevant to Change: Towards the Development of a Conceptual Model of Change in Secondary School Organizations

M.A. 1968 Educational Theory

PURPOSE To generate a conceptual model from which a set of hypotheses will be derived for empirical validation.

METHOD Systems approach. The hypotheses were structured to emphasize the crucial variables in the theoretical framework in which 6 Organizational Dimensions (Hierarchical authority, behavioural rules, procedural specifications, impersonality, specialization, competence) and were related to the contribution and facilitation of change.

FINDINGS A variation in the emphasis of any organizational structure, leader behaviour, or individual perceptions and attitudes will cause a variation in the components of the change orientation index (developed to determine the extent to which a secondary school organization is change oriented).

CRITICAL CONCEPTS Organizational behaviour, leader behaviour, change, secondary school, individual perceptions and attitudes, models.

53. SEMPLE, S.W. The Role of the Federal Government in Certain Educational Activities in the Commonwealth of Australia, 1901-1942

Ph.D. 1970 Educational Theory

PURPOSE To study the role of the Australian Federal Government in adult education, vocational training, educational broadcasting, health and national fitness, educational research and the granting of educational benefits to dependent children.

METHOD Review and analysis of literature plus primary sources.

FINDINGS One of the major roles of the federal government was a massive adult education scheme of rehabilitation training for servicemen during and after the 1st World War. The federal government through its crown corporation (Australian Broadcasting Corporation) became involved in broadcasting of school and physical fitness programmes. Since education (as in Canada) was the responsibility of the state governments, the federal government maintained a loose and circuitous involvement in education.

CRITICAL CONCEPTS Role of government, federal government, Australia, vocational training, broadcasting, health and national fitness, educational research, rehabilitation training.

54. STAPLES, RICHARD OSBORNE The Ontario Rural Teacher: Selection, Professional Training, and In-Service Guidance

D. Paed. 1946 Educational Theory

PURPOSE To describe the selection, professional training, and in-service guidance of rural primary and secondary school teachers.

METHOD Review of literature plus field interviews.

FINDINGS The study recommends that community service and leadership be recognized as an important part of the work of a rural teacher; that teacher college training be individualized so that each student has a programme planned to develop a well-rounded rural community leader; and that in-service training be encouraged by the broadening of the conception of the rural teacher's work.

CRITICAL CONCEPTS Ontario, rural teacher, professional training, in-service training, community service, leadership, socio-economic problems.

55. STEER, H.O. An Investigation of the Concept of Self Definition

Ph.D. 1951 Psychology

PURPOSE To determine whether or not an individual's perception of himself can be measured on one or more of the following dimensions: spontaneity, receptivity, conformity, mood, clarity, homogeneity, and accuracy.

METHOD Three measures of self-definition (free description, adjective endorsement and self-ratings on a variety of traits) were used with 42 university students. The self-definition measures were related to perceptual performance in 12 experimental situations in order to sample a range of perceptions from simple to complex.

FINDINGS Self-definition as a global concept can be measured in terms of relatively independent dimensions which are functionally related to perceptual activity.

CRITICAL CONCEPTS Self-definition, spontaneity, receptivity, conformity, university students.

56. STEWART, E.E. The Role of the Provincial Government in the Development of the Universities of Ontario 1791-1964

Ph.D. 1970 Educational Theory

PURPOSE To study the role of the Ontario provincial government from 1791 to 1964 in (1) the granting of charters to universities and colleges (2) the provision of financial support for universities and colleges (3) the degree of control or influence maintained over university operations and development, and (4) government initiative in the development of new programs and/or institutions.

METHOD Review of primary and secondary sources.

FINDINGS The first two roles of the Purpose have been carried out on a fairly constant basis; the third on an irregular and wavering basis; and the last on a sporadic basis. Government involvement in university affairs has not been characterized by considerable initiative, but by a response to local political pressures or by national and international events. The universities were initially formed on church initiative to train men for the ministry, but by 1827 in response to public pressure against the elitist control of the universities. The provincial government arranged for the creation of non-sectarian government-controlled universities, funded from the provincial treasury.

CRITICAL CONCEPTS Higher education, role of government, university, Ontario.

57. TUCK, JAMES A. A Comparison of Two Modes of Presentation in Learning

M.A. 1950 Psychology

PURPOSE To study the relative efficiency of two modes of presentation in learning.

METHOD Commonplace objects were depicted by picture and list, and presented on three variations. In the mixed mode, five pictures and five lists were presented. In the picture mode, ten pictures were used, and in the list, ten lists. Learning was evaluated by immediate recall.

FINDINGS Pictures were found to be a significantly superior mode. The superiority of pictures is greater in the mixed mode than in a comparison of the single picture and list modes. Women were superior in all three conditions.

CRITICAL CONCEPTS Teaching methods, efficiency in learning, visual materials.

58. TOUGH, ALLEN MacNEILL The Development of Adult Education at the University of Toronto Before 1920

M.A. 1962 Educational Theory

PURPOSE To document the growth and development of adult education at the University of Toronto prior to 1920.

METHOD Analysis of primary and secondary sources.

FINDINGS There was a gradual, irregular growth of adult education activities at the University of Toronto from 1890 to 1920. Certain programmes faltered and some were retarded by World War I, but the University continually expanded its programmes of summer, evening and correspondence courses. Influence of external forces included university extension in England and the United States, mechanics institutes, summer courses, public lectures given by the Royal Canadian Institute, as well as enthusiastic indivuals.

CRITICAL CONCEPTS University of Toronto, recreation, literary society, university extension, Canadian Association for Extension of University Teaching, summer courses, correspondence instruction, adult education needs, Royal Commission, comparative, mechanics institutes.

59. UGORJI, S.R. The Community School Concepts in Education

M.A. 1969 Educational Theory

PURPOSE To examine the general concept of the community school with particular attention to its application by two primary schools in Metropolitan Toronto.

METHOD Review of literature on the concept and on the two primary schools in the study, plus interviews with 20 parents who served as resource people to these schools, the school principals, eight professional workers in the immediate area, two trustees, and ten teachers.

FINDINGS The two primary schools studied operate within the framework of the community-school concept. They have readjusted their programmes to meet community needs and have begun to serve an increasing number of community members through participation in projects for community betterment, provision for the development of children and the utilization of the school's facilities by adults and youth in the community. The school's instructional program has made excellent use of community resources, agencies, and individual citizens.

CRITICAL CONCEPTS Community school, Toronto, community resources, community projects, community needs, participation.

60. WATTS, RICHARD ERNEST Citizen Participation in the Planning Process

M.Sc. 1967 Planning

PURPOSE To examine the nature and extent of citizen participation in the planning process; to develop techniques for measuring citizen participation; and to record the level of citizen participation in five southern Ontario municipalities.

METHOD Integration of theoretical considerations with empirical findings by a review of the literature and of the opinions of planners, sociologists and community organization workers.

FINDINGS The widespread belief in the importance of citizen participation is founded on personal opinion rather than on scientific investigation or research procedures. The main focus of citizen groups is on urban renewal schemes. In local government such groups can be used as tools by civic officials and have little influence on policy. A rather low level of citizen participation was found in the five communities examined.

CRITICAL CONCEPTS Citizen participation, democratic process, planning, citizen groups, Ontario, local government, urban renewal.

61. WESTWATER, ROBERT Study of Work in Canada and Newfoundland of Canadian Legion Educational Services

D. Paed. 1949 Educational Theory

PURPOSE To document and analyze the work in Canada and Newfoundland of Canadian Legion Educational Services.

METHOD Examination of records and minutes of Canadian Legion Educational Services and relevant correspondence concerning the creation of this organization.

FINDINGS The realization that education could play a part in the rehabilitation of returning soldiers came to the fore during and after World War I. In Canada, gratuity was given to all returned soldiers and a considerable number of special cases were given the opportunity to continue their education. In 1938 the Canadian Legion established a Committee on Adult Education and in 1939 set up Personal Service Bureaus in Canada and overseas. In 1940 an agreement between the Department of National Defence and the Canadian Legion War Services provided the means for educational services.

CRITICAL CONCEPTS Education, re-establishment of returning soldier, Khaki University, Canadian Legion, Canada, Newfoundland, I & II World Wars.

62. YU, HSI CHI A Survey of the Parent Education Movement in the United States of America and Canada

M.A. 1948 Psychology

PURPOSE To survey the developmental history, leadership, content and methodology of the parent education movement in the United States and Canada.

METHOD Correspondence with 70 organizations; information from published reports; analysis of 50 books as a demonstration of parent education content.

FINDINGS Parent education was started by parents to meet their own needs, and many types of organizations are engaged in this field. Leadership varies and the question of how leaders are selected is still largely unanswered. The content comes from the field of child study and guidance and includes theory and practice. Methods of parent education range from direct instruction to discussion groups.

CRITICAL CONCEPTS Parent education, needs, leadership, methods, United States.

PART II

Selected Non-Annotated References to Theses Research Conducted at the University of Toronto

Theses are listed alphabetically under three headings:

1. Specific theses conducted in Adult Education at the Department of Educational Theory (The Ontario Institute for Studies in Education) since its formation in 1965 and up to 1970.

2. Theses conducted within the School of Social Work.

3. Theses conducted within Other Disciplines.

## Section 1

Theses conducted within adult education at the Department of Educational Theory (The Ontario Institute for Studies in Education) for the period 1965 to 1970.

Allen, Jim. Post-Laboratory Transfer of Behavioral Learnings in Human Relations Training, 1970, M.A.

Armstrong, David. Corbett's House: The Origins of the Canadian Association for Adult Education and its Development During the Directorship of E.A. Corbett (1936-1951), 1968, M.A.

Armstrong, David. Adult Learners of Low Educational Attainment: The Self-concepts, Backgrounds, and Educative Behavior of Average and High-Learning Adults of Low Educational Attainment, 1971, Ph.D.

Brooke, Michael. The Adult Basic Education Teacher in Ontario: His Background, Problems, and Need for Continuing Professional Education, 1969, M.A.

Faris, Ron. Adult Education for Social Action or Enlightenment: An Assessment of the Development of the CAAE and Its Radio Forums from 1935-1952, 1971, Ph.D.

Flaherty, Mary Josephine. An Enquiry into the Need for Continuing Education for Registered Nurses in the Province of Ontario, 1966, M.A.

Flaherty, Mary Josephine. The Prediction of College Level Academic Achievement in Adult Extension Students, 1968, Ph.D.

Frid, Lilojean. The Development of Geneva Park as a National Training and Conference Centre, 1968, M.A.

Kelly, Desmond. A Study of the Student Population at an Ontario College of Applied Arts and Technology between 1967 and 1969 with an Analysis of Factors Relating to Academic Success, 1970, Ed.D.

Knoepfli, Heather. The Origin of Women's Automonous Learning Groups, 1971, Ph.D.

Macdonald, Mairi Theresa St. John. Informal Helping Relationships Among Young Adults: Selection of a Particular Person in a One-to-One Helping Relationship, 1968, Ed.D.

Mackie, Richard. Citizen's Forum: Its Origins and Development 1943-1963, 1969, M.A.

Needham, Harry. The Origins of the Royal Ontario Museum, 1970, M.A.

Orton, Larry. An Exploratory Study of Rural to Urban Migration, Adjustment, and Adult Education: The Case of Newfoundlanders in Toronto, 1970, M.A.

Peterson, Robert. A Study of the Community Colleges and Their Relevance to the Needs of the Ontario Department of Health, 1971, M.A.

Shorey, Leonard. Teacher Participation in Continuing Education Activities, 1969, Ph.D.

Syposz, Dorothy. A Study of the Opinions of Teachers of Nursing in Relation to Trends Stated by the Nursing Profession for Diploma Programmes in Nursing, 1971, M.A.

Vernon, Foster. The Development of Adult Education in Ontario 1790-1900, 1969, Ed.D.

Wilson, Chris. Patterns of Human Response to the Demands of Starting New Employment, 1972, M.A.

## Section 2

Theses conducted within the School of Social Work.

Alderwood, Jean Avon. Motivations of Volunteer Group Leaders, 1953

Anderson, Georgina Bernice Starko. The Relation Between Professional Training and Leadership Role Performance: An Empirical Study with Special Reference to Encouragement of Member Participation, 1968.

Anderson, Janice Louise. The Need for Services in a Changing Downtown Area, with Special Reference to a Neighbourhood Information Centre and its Potential Role in Improving Access to Community Services, 1968.

Askwith, Gordon Kingsford. Transient Young Men in Toronto, 1953

Bear, Myrna L. A Study of the Program for New Canadians at St. Christopher House, 1955.

Boys, John F. The Birth of a Community Mental Health Clinic, 1953.

Bucyk, Irene. Stress and Patterns of Adaptation in Student Families: A Comparison of Twenty Wives who Considered Themselves Dissatisfied with Self-Fulfillment with Fifty-five who Considered Themselves Satisfied; A Comparison of the Two Groups in the Educational, Occupational and Maternal Roles, 1966.

Byles, A. Jack. A Survey Concerning the Employment of Volunteer Leaders in Programs by Recreative Agencies in the Greater Toronto Area, 1948.

Clarke, Frederick George. The Relationship Between Different Work Schedules and Enrolment in Adult Education Courses, 1967.

Cornish, Donald James Arthur. The Community Worker in Urban Renewal, 1968.

Dansky, Karl and Lawson, William T. Three Types of Leadership in Adult Education, 1949.

Dunn, Gladys. Homeless and Transient Men in Toronto: A Study of the Provisions Available, 1949.

Ferguson, Mary. An Exploratory Study of the Way in which Social Needs of a Group of Elderly Jewish Clients have Affected their Participation Patterns in a Day-Care Program, 1961.

Fransen, Jack Jacob. Employment Experiences and Economic Position of a Selected Group of Indians in Metropolitan Toronto, 1965.

Goodman, Marvin. A Study of Leadership Training, 1958.

Gorman, Sandra Ellen, et al, Citizen Participation in Urban Renewal: A Study of Indigenous Leadership, 1968.

Greene, Barbara H. The Volunteer in Community Service, 1948.

Haselton, Rosemary Carveth, et al, Social Need in an Urban Renewal Area: The Recognition of Social Need in Alexandra Park by Social, Health, and Educational Personnel, 1964.

Lappin, Bernard William. Stages in the Development of Community Organization Work as a Social Work Method, 1965.

Jolliffe, J. Paul. The Development of a Community Project: The North Toronto Memorial Gardens, 1948.

Kennedy, Margaret F. Recreation for the Aged: A Study to Determine the Program Needs of Old People, 1952.

Lewis, Mary Amea. The Apartment Environment: Bases for Social and Community Development, 1968.

Little, Hanna Louise Emily and Stiles, Elizabeth Alice. Fair Accommodation Practices in Ontario; A Study of the Education Programme of the Ontario Human Rights Commission; An Appraisal, 1962-1964, 1964.

Mellow, J. Rodger. Employment Characteristics of the Homeless Transient Man in Toronto, 1962.

Nassar, Tara Nianne Gillespie. Drop-in Centres of Metropolitan Toronto; An Exploratory Study of Adult Leadership, 1967.

Newton, Margaret J. A Study of the Information and Opportunities Available to Single Displaced Women in the City of Toronto, 1948.

Oke, Janet K. The Use and Need of Leisure Services in Two Areas of Toronto, 1962.

Okam, Mercy O. A Study of the Day Programme for Young Mothers in the Y.M.C.A., 1957.

Purdon, Jean Elaine Fuller. Language as a Problem in Services to Non-English Speaking Immigrants; Changes in Services to Recent Immigrants, 1967.

Schalburg, Annette. School Leaving at Fifteen; A Study of Work Permits Issued by The Toronto Board of Education, 1948.

Shapiro, Seon. A Comparison of Trained and Untrained Volunteer Group Leaders, 1956.

Tiessen, Leo H. Factors in the Re-Employment of Older Workers, 1954.

Toumishey, T. George. Homeless Transients: A Study of the Characteristics of a Group of Two Hundred Homeless Transients, with Special Emphasis on the Educational and Vocational Experiences of these Men, 1962.

Turner, Joanne Catherine. A Study of the Relationship Between the Integration of Immigrant Parents and their Acceptance of and Involvement in the Canadian School, 1963.

Tyler, Frederick H. Application of Group Education Characteristics in a Farm Forum Group, 1952.

Wideman, Ada Maude. Income and Opportunity: A Study of Young Adult Achievement Patterns in Working Class Families, 1967.

## Section 3

Theses conducted within other Disciplines.

Alderdice, Ernest Terrence. The Relation of Sel Recognition to Age, Intelligence, and Perceptual Ability, Ph.D., Psychology, 1955.

Amoroso, Donald M., Rejection, Opinion Change, Communication and Ordinal Position, M.A., Psychology, 1962.

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SUMMARY

Considerable analysis and re-analysis of the data reported in this study might have been attempted. A more detailed analysis of the critical concepts used, particularly those in Part 1, might have been made to indicate the interrelatedness of adult education to other disciplines through the terminologies which each uses. No doubt this is an area where some further research could be conducted. Table II and Table III indicate that a considerable amount of research which relates closely to adult education is being conducted in other disciplines.

The total report seems to encourage greater interaction between adult education researchers and colleagues in other fields. The adult education researcher could conceivably play a greater role in encouraging such colleagues to become involved in research which deals with the problems and issues relating to adult learning. Interdisciplinary cooperation in conducting research holds great mutual benefits. Cross appointments of those in other disciplines with university departments of adult education might be one way of encouraging cooperation but at the least, information interactions are possible and, in fact are being practiced by various institutions of higher education in Canada. A good example is the organizational structure of The Ontario Institute for Studies in Education which includes the following departments: Adult Education, Applied Psychology, Computer Applications, Curriculum, Educational Administration, Educational Planning, History and Philosophy of Education, Measurement and Evaluation, Sociology in Education, Special Education and Higher Education.

TABLE II

Summary of Part I and Part II Showing the Number of Studies Reported by Subject Matter Discipline

| | ANTHROPOLOGY | ARCHITECTURE | ECONOMICS | EDUCATION | ENGLISH | GEOGRAPHY | HISTORY | LIBRARY SCIENCE | MUSIC | PHILOSOPHY | PLANNING | POLITICAL SCIENCE | PSYCHOLOGY | PUBLIC ADMINISTRATION | SOCIAL WORK | SOCIOLOGY | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A. Total Number of Theses Examined | 8 | 1 | 8 | 75 | 2 | 2 | 3 | 3 | 1 | 2 | 1 | 2 | 48 | 1 | 87 | 6 | 260 |
| OUT OF THE TOTAL GIVEN IN A, THE FOLLOWING ARE REPORTED IN THIS PUBLICATION | | | | | | | | | | | | | | | | | |
| B. Total Number Annotated (Part I) | 1 | - | - | 37 | 1 | 1 | 1 | 3 | - | - | 1 | 1 | 10 | - | 1 | 3 | 60 |
| C. Total Listed Only (Part II) | - | - | 1 | 29 | - | 2 | - | 1 | 1 | - | - | - | 19 | - | 36 | 3 | 92 |
| Vertical Totals B & C | 1 | - | 1 | 66 | 1 | 3 | 1 | 4 | 1 | - | 1 | 1 | 29 | - | 37 | 6 | 152 |

TABLE III

Summary of the year in which studies reported in Part 1 and Part II were conducted.

| Year | Number of Studies | | Year | Number of Studies | | Year | Number of Studies | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 11 | | 1 | 11 | | 1 | 11 |
| 1900-04 | - | 1 | 1925-29 | 3 | 1 | 1950-54 | 8 | 15 |
| 1905-09 | - | - | 1930-34 | 2 | 3 | 1955-59 | 4 | 8 |
| 1910-14 | 2 | - | 1935-39 | 2 | - | 1960-64 | 7 | 9 |
| 1915-19 | 1 | 1 | 1940-44 | 2 | 3 | 1965-70 | 19 | 35 |
| 1920-24 | 1 | - | 1945-49 | 11 | 10 | | | |

## APPENDIX A

### Subject-matter Headings Under Which the Study was Initially Organized

Degree research may be found under headings such as those listed below. In the case of disciplines which may include studies peripheral to adult education, a number of possible topic areas are suggested. Investigation of the literature may well lead to other useful subject-matter areas and concepts.

i) Adult Education

Aged
Agriculture-Extension (Education)
Community Development
Community Leadership
Community Organization
Directors of Adult Education
Education of the Aged
Elementary (Basic) Education of Adults
Libraries and Adult Education
Literacy
Music in Adult Education
Radio Plays in Adult Education
Reading (Adult Education)
Religious Education of Adults
Rural Rehabilitation
Social Group Work
State Aid to Adult Education
Etc.

ii) Agriculture

Laborers
Study and Teaching
Agricultural Associations
- cooperatives
- education
- extension
- societies
- rural development

Etc.

iii) Anthropology

Class Values
Culture (Acculturation)
Education
Learning
Etc.

iv) Educational Administration

v) Librarianship

Family Life Education
Literacy
Public Affairs
Use of T.V. (Audio-Visual Library Services)
Etc.

vi) Management and Business Studies

Business Education
Business Teachers
School Management and Organization
Management - Study and Teaching
Etc.

vii) Social Psychology

Group Work
Leadership
Learning
Personality and Culture
Etc.

viii) Social Work

Community Development
Community Organization
Group Work
Volunteer Workers
Etc.

ix) Sociology

Industrial Sociology
Military Sociology
Rural Sociology
Social Disorganization
Social Gerontology
Sociology of Education
Sociology of the Family
Sociology of Law
Sociology of Leisure
Etc.

x) And Others